

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

School Results

School: East End Community School

District: Portland Public Schools

Code: 1134-1939



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Grade Level Summary Report

School: East End Community School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1939

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				71	14	20	25	35	13	18	19	27	440	473	21	45	19	15	444	13,103	18	52	19	10	445
MATH				71	11	15	25	35	14	20	21	30	438	474	19	39	20	22	442	13,115	19	47	20	14	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Reading Results

School: East End Community School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1939

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

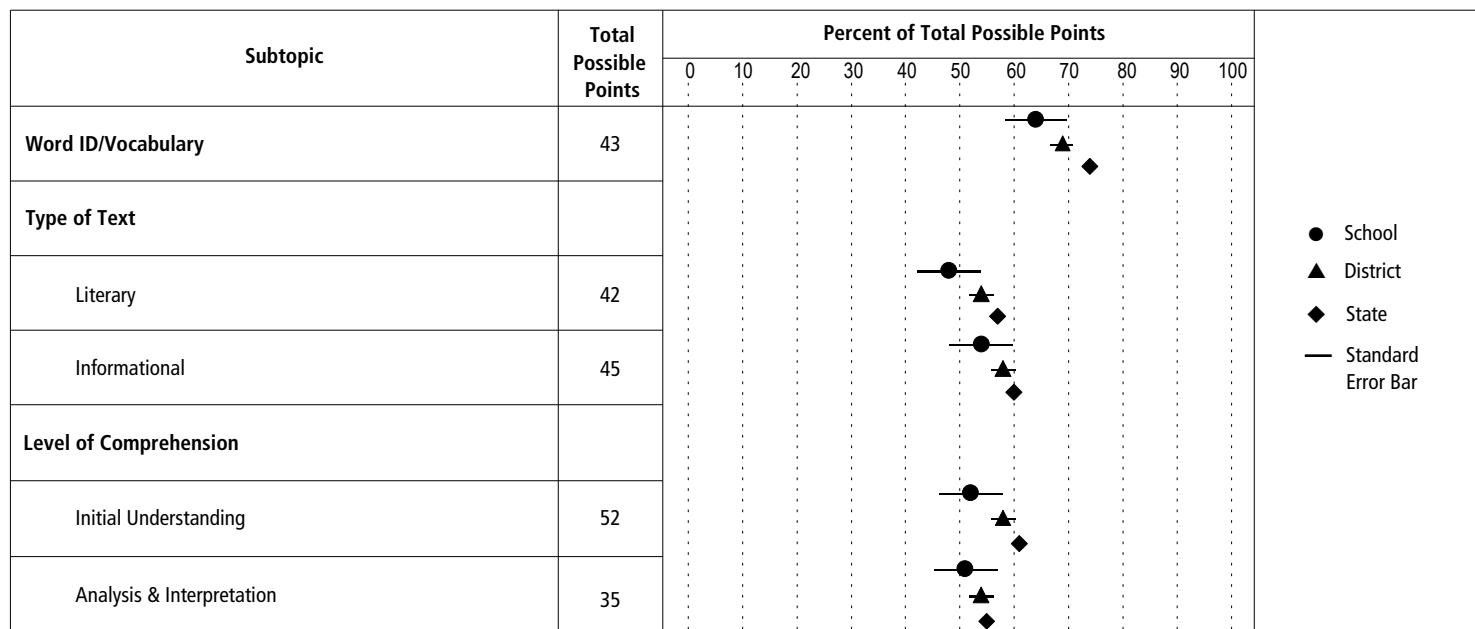
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				66	3	5	20	30	17	26	26	39	436
2010-11				58	6	10	19	33	13	22	20	34	437
2011-12				71	14	20	25	35	13	18	19	27	440
Cumulative Total				195	23	12	64	33	43	22	65	33	438
District													
2009-10				491	84	17	209	43	99	20	99	20	443
2010-11				456	85	19	203	45	98	21	70	15	444
2011-12				473	99	21	212	45	92	19	70	15	444
Cumulative Total				1,420	268	19	624	44	289	20	239	17	444
State													
2009-10				13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11				13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12				13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
Cumulative Total				39,939	6,737	17	20,560	51	8,282	21	4,360	11	445





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Reading Results

School: East End Community School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1939

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students				71	14	20	25	35	13	18	19	27	440	473	21	45	19	15	444	13,103	18	52	19	10	445
Gender																									
Male				38	6	16	18	47	5	13	9	24	441	252	15	50	20	15	443	6,681	14	53	22	12	443
Female				33	8	24	7	21	8	24	10	30	440	221	28	39	19	14	445	6,422	24	52	17	8	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				6										22	14	23	41	23	438	221	15	44	28	13	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						110	9	45	27	18	440
Asian				4										26	8	46	31	15	441	195	29	49	17	6	449
Black or African American				30	2	7	8	27	8	27	12	40	433	105	2	35	30	32	435	402	6	34	30	30	436
Native Hawaiian or Pacific Islander				0										0						12	17	42	33	8	444
White				29	10	34	14	48	2	7	3	10	449	309	29	49	14	8	448	12,010	19	53	19	9	445
Two or more races				2										11	18	64	0	18	447	153	14	58	19	9	445
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				34	3	9	11	32	9	26	11	32	436	122	3	35	31	30	435	388	4	33	31	31	435
Former LEP student - monitoring year 1				0										1						15	40	53	7	0	454
Former LEP student - monitoring year 2				0										0						2					
All Other Students				37	11	30	14	38	4	11	8	22	445	350	27	48	15	9	447	12,698	19	53	19	9	445
IEP																									
Students with an IEP				14	1	7	2	14	2	14	9	64	427	79	6	22	25	47	432	2,071	3	28	32	38	433
All Other Students				57	13	23	23	40	11	19	10	18	444	394	24	49	18	8	446	11,032	21	57	17	5	447
SES																									
Economically Disadvantaged Students				57	6	11	21	37	12	21	18	32	437	243	6	42	28	24	438	6,187	10	50	25	16	441
All Other Students				14	8	57	4	29	1	7	1	7	454	230	37	48	10	5	450	6,916	26	55	14	5	449
Migrant																									
Migrant Students				1										1						4					
All Other Students				70	14	20	24	34	13	19	19	27	440	472	21	45	19	15	444	13,099	18	52	19	10	445
Title I																									
Students Receiving Title I Services				70	14	20	24	34	13	19	19	27	440	234	13	42	22	22	440	2,801	5	44	34	18	439
All Other Students				1										239	28	47	17	8	447	10,302	22	55	15	8	447
504 Plan																									
Students with a 504 Plan				1										8						241	13	52	25	10	444
All Other Students				70	13	19	25	36	13	19	19	27	440	465	21	45	19	15	444	12,862	19	52	19	10	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Mathematics Results

School: East End Community School
District: Portland Public Schools
State: Maine
Code: 1134-1939

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

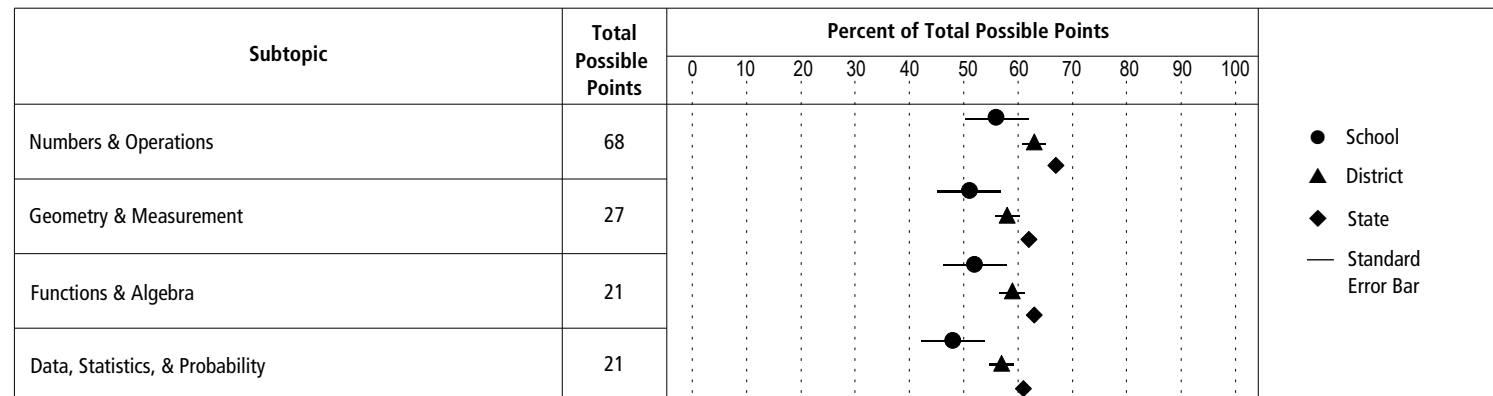
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				69	1	1	11	16	17	25	40	58	429
2010-11				60	5	8	11	18	15	25	29	48	432
2011-12				71	11	15	25	35	14	20	21	30	438
Cumulative Total				200	17	9	47	24	46	23	90	45	433
District													
2009-10				492	57	12	189	38	110	22	136	28	439
2010-11				470	63	13	178	38	121	26	108	23	440
2011-12				474	90	19	185	39	95	20	104	22	442
Cumulative Total				1,436	210	15	552	38	326	23	348	24	440
State													
2009-10				13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11				13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12				13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
Cumulative Total				40,012	6,379	16	18,631	47	8,919	22	6,083	15	443





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Mathematics Results

School: East End Community School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1939

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				71	11	15	25	35	14	20	21	30	438	474	19	39	20	22	442	13,115	19	47	20	14	444
Gender																									
Male				37	7	19	16	43	7	19	7	19	442	251	19	41	20	19	443	6,688	20	47	19	14	444
Female				34	4	12	9	26	7	21	14	41	434	223	19	36	20	25	441	6,427	18	46	21	15	444
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				6										22	9	32	27	32	437	223	13	39	25	23	440
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						111	11	45	23	22	440
Asian				5										27	15	30	26	30	436	197	31	41	18	11	447
Black or African American				30	2	7	9	30	5	17	14	47	433	108	4	21	29	46	431	406	6	25	30	39	434
Native Hawaiian or Pacific Islander				0										0						12	25	33	8	33	442
White				29	9	31	12	41	6	21	2	7	446	307	25	47	16	12	446	12,013	20	48	20	13	444
Two or more races				1										10	40	30	10	20	449	153	16	46	25	13	443
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				35	2	6	12	34	7	20	14	40	434	126	5	21	32	43	432	396	6	24	29	41	433
Former LEP student - monitoring year 1				0										1						15	47	53	0	0	456
Former LEP student - monitoring year 2				0										0						2					
All Other Students				36	9	25	13	36	7	19	7	19	442	347	24	46	16	14	446	12,702	19	47	20	13	444
IEP																									
Students with an IEP				14	2	14	3	21	2	14	7	50	432	79	8	19	23	51	432	2,082	5	28	26	42	434
All Other Students				57	9	16	22	39	12	21	14	25	440	395	21	43	19	16	444	11,033	22	50	19	9	446
SES																									
Economically Disadvantaged Students				57	3	5	21	37	12	21	21	37	434	244	5	32	27	36	435	6,199	10	43	25	22	440
All Other Students				14	8	57	4	29	2	14	0	0	453	230	34	47	12	7	449	6,916	27	50	15	8	448
Migrant																									
Migrant Students				1										1						4					
All Other Students				70	11	16	24	34	14	20	21	30	438	473	19	39	20	22	442	13,111	19	47	20	14	444
Title I																									
Students Receiving Title I Services				70	11	16	25	36	13	19	21	30	438	236	12	36	23	28	438	2,810	4	37	33	25	438
All Other Students				1										238	26	42	17	16	446	10,305	23	49	17	11	446
504 Plan																									
Students with a 504 Plan				1										8						241	12	44	27	17	442
All Other Students				70	10	14	25	36	14	20	21	30	438	466	19	39	20	22	442	12,874	19	47	20	14	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.